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ABSTRACT

Providing information on programs, students, and faculty at the University of Hawaii Community Colleges, this report reviews data for the 1990-91 academic and fiscal years (FYs). The first section reviews systemwide accomplishments for the year, describes efforts related to international education, and presents an agenda for action. The organizational structure and mission of the colleges are then presented and 1990-91 data are provided on enrollment, degrees and certificates awarded, tuition, general funds appropriations, programs of study, disciplines, special programs and community services, and student and faculty characteristics. Next, demographic and enrollment data are presented for each of the system's seven community colleges and one training center. The final sections discuss goals and plans for 1993-99 and provide a roster of college staff. Highlighted data include the following: (1) in fall 1990, 23,727 students were enrolled in credit courses in the colleges; (2) 11,878 students were enrolled in Liberal Arts and Sciences, while 2,844 were in Business Education, 2,804 were in Technology, and 982 were in Public Services; (3) in 1989-90, 1,083 Associate in Science degrees, 836 Associate in Arts degrees, and 274 certificates were awarded; (4) in FY 1990-91, $60,765,631 of general funds were appropriated to the system; (5) in 1990-91, 22% of the students were Caucasian, 21% were Japanese, and 17% were Filipino; and (6) 1,198 faculty were employed in 1990-91, of whom 58% were employed full-time. (HAA)

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ED 407 050

1990 – 91 ANNUAL REPORT

University of Hawaii
Community Colleges

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On the cover: *Future carpenters of Hawai'i — students practice their woodworking skills in an 18-week carpentry program taught by instructors in the Community Colleges' Employment Training Office. More than 50 students learned the fundamentals of new construction, renovation and maintenance in the Construction Occupations Program at ETO last year (see pg. 18 for more information).*

UNIVERSITY OF HAWAII
Community Colleges

1990-91 ANNUAL REPORT

Academic Year 1990-91 (September 3, 1990 to May 28, 1991)
and
Fiscal Year 1990-91 (July 1, 1990 to June 30, 1991)

Office of the Chancellor for Community Colleges
2327 Dole Street, Honolulu, Hawai'i 96822

Contents

3 **The Year in Review: 1990-1991**

7 **University of Hawaii Community Colleges**
8 Organization
8 Mission
9 Overview
10 Enrollment
10 Degrees & Certificates
11 Tuition & Appropriations
12 Programs of Study
13 Liberal Arts & Sciences Disciplines
14 Special Programs and Community Services
15 Selected Student Characteristics
16 Selected Faculty Characteristics

17 **The Campuses**
18 Employment Training Office
19 Hawaii Community College
20 Honolulu Community College
21 Kapiolani Community College
22 Kauai Community College
23 Leeward Community College
24 Maui Community College
25 Windward Community College

26 **Looking Ahead: 1993-1999**

28 **University of Hawaii Community Colleges: Faculty, Staff and Administration**
28 Chancellor's Office
28 Employment Training Office
28 Hawaii Community College
29 Honolulu Community College
30 Kapiolani Community College
32 Kauai Community College
33 Leeward Community College
35 Maui Community College
36 Windward Community College

37 **University of Hawaii Regents & Administrators**

The Year in Review:

University of Hawaii Community Colleges
1990-91

The Year in Review: 1990-91

We began the year in 1990 by commemorating our first quarter century of dedicated service to the people of Hawai'i. Our "25th Anniversary Quilt and Chant" visits to each campus not only recalled the challenges and successes of our formative years, they also symbolized our enthusiastic "first step" into the coming quarter century. For a review of some of the issues we will face in the next six years, see "Looking Ahead" on page 26.

Accomplishments

1990-91 was a very busy year, during which we:

❑ Participated actively in the formulation of the Master Plan for the University of Hawaii system, reaffirming our status as integral to the system.

❑ Set as our goal for the Community Colleges to go beyond our Open Door admissions policy and move toward improved student retention and success.

❑ Published an internal task force report, "Associate in Arts — Student Degree Level Competencies," that set systemwide standards and quality expectations for Associate in Arts degrees.

❑ Reviewed a number of vocational programs (nursing and automotive technology among them) through systemwide Program Coordinating Committees in an effort to establish minimal competencies students should posses upon completion of the program requirements.

Testing, training & placing the right person in the right job is the goal of the Job Skills Center, opened at the ETO in November 1990.

Nearly a dozen Hawaii state legislators visited the Windward campus in May to learn about the college's master plan for renovation.

❑ Supported the Board of Regents' policy on provision of quality education by acting in 21 separate instances to establish, review, renew or terminate instructional programs as a part of our systematic curricular review and development process.

❑ Took the lead in interpreting recent changes to federal laws on vocational education, and assisted the Office of the State Director for Vocational Education in formulating the current three-year Hawaii State Vocational Education Plan.

❑ Began the programmatic "rebuilding" of two campuses: Hawaii Community College as the seventh comprehensive community college in the UHCC system, and the Employment Training Office as Hawai'i's transition center for high-risk students.

❑ Received legislative authorization and funding to begin the long-awaited renovation and expansion of facilities at Maui and Windward Community Colleges.

❑ Completed the successful search and appointment of a provost for Maui Community College, and placed on hold for a year the search for a provost for Hawaii Community College, meanwhile appointing a new interim provost for that campus.

❑ Made substantial progress in the areas of assessment and institutional research through continued work on the Native Hawaiian Student Tracking System, the Classroom Research Initiative, and the plan for establishment of an institutional research capability throughout the UH System.

❑ Continued to make progress on course articulation within the UH System: 2250 course records have been processed thus far, and the Articulation Handbook is scheduled for completion in the spring of 1992.

❑ Signed formal articulation agreements with Chaminade University (in October 1990) and Hawaii Pacific University (in May 1991), and made headway on an agreement with Hawaii Loa College.

- Received a $392,000 Kellogg Foundation grant to begin the Unified Health Care Training Program in partnership with the Department of Education and the UH School of Medicine.
- Continued our commitment to fight illiteracy by serving not only as leaders on the Governor's Council for Literacy and the O'ahu Literacy Council, but also by training literacy tutors and working as tutors on the "front lines."
- Conducted a personnel needs study with help from consultant Dr. Richard Alfred of the University of Michigan, and formulated a staff-development action plan, "Blueprint for Professional Development, University of Hawaii Community Colleges."
- Updated and reissued the Community Colleges' Affirmative Action Plans for each campus, and conducted systemwide informational and training seminars on affirmative action.
- Updated the UHCC Teaching Assignment Policy, then completed a systemwide study on faculty titles and submitted our recommendations on the preferred titles for Community College faculty.

International Education

The University of Hawaii Community Colleges are viewed nationally as leaders in the field of international education, particularly when it comes to curricular development and productive relationships with our institutional counterparts in Asia and the Pacific. We're also respected for our expertise in the area of inter-cultural relations, and complimented for our hospitality (read: *Aloha* spirit), which we practice as well as preach. Following are some of the highlights of our involvement in international education in 1990 and 1991.

Kapiolani Community College is leading a consortium of Hawai'i and mainland community colleges and the Northern Marianas College in a project that seeks to infuse international and multi-cultural perspectives into education in American community colleges. The project is supported by the Kellogg Foundation and the American Association of Community and Junior Colleges (AACJC). Kapiolani's proposal, on internationalizing its campus and its curriculum and establishing institutional links throughout Asia and the Pacific, won one of ten coveted Kellogg Foundation Beacon Grants, which will fund the publication of project results as well as an international conference on the topic in Honolulu in May 1992.

In addition, our Community Colleges were instrumental in conceiving and planning a three-year project that seeks to increase the number of colleges nationwide that offer Asian Studies in their curricula. Institutional partners in this effort are the East-West Center, AACJC and Association of State Colleges & Universities. The first phase of the project concluded in August with a three-week seminar attended by faculty from two- and four-year colleges across the nation; many of the participants heralded the seminar as the most stimulating professional experience of their careers.

All of our Community Colleges continue to nurture their exchange relationships with sister colleges in Japan. Windward faculty helped organize an international art exhibit with faculty from Kagawa Junior College this fall, while Leeward hosted a famous and popular calligrapher from Beppu University as its guest scholar in July. Kauai hosted the second Ryudai Aloha Study Tour for students from the University of the Ryukyus, and Kapiolani, as it has for years, hosted the summer study programs of no less than six culinary institutes. Kapiolani also celebrated the 20th anniversary of its exchange program with the Nagoya Culinary Academy, and welcomed to its campus nearly 200 high school and college students from Kansai University's Summer Intensive Study Program.

Finally, the chancellor has continued to play a vital role as an advocate for international education. She was elected chairwoman of the executive committee of the American Council on International/Intercultural Education in April. And as the AACJC's liaison to Japan's public and private community college associations, she was the first American ever to be invited to address the All Japan Public Junior College Association, at its 40th anniversary celebration in 1990.

Groundwork laid by Chancellor Joyce Tsunoda led to an international exchange agreement between the University of Hawaii and Japan's Kansai University. UH President Albert Simone and Kansai President Akio Ohnishi signed the agreement in June 1991 at a formal ceremony on College Hill.

Shortly thereafter, she and David Daniel, chairman of the AACJC Board of Directors, were honored guests at the combined 40th anniversary celebration of Japan's public and private junior college associations. And in a reciprocal move, the Chancellor's Office hosted a delegation of Japanese junior college presidents at the AACJC's Annual Convention in Kansas City last April.

Agenda for Action

1991-92 will be the year for the University of Hawaii Community Colleges to "get our academic house in order" and implement our plan to improve student retention and increase student success. This will require contributions from people throughout our system, not just "the academics." Following is an action agenda that lists a number of steps we will have to take to achieve this objective, and others.

First, we must review and, where necessary, make changes to our programs and policies so that:

❑ Vocational education takes on a new meaning, and vocational training produces students whose skill levels equal or exceed the competencies needed to thrive in an increasingly technical workplace. This will require more extensive and systematic articulation with high schools, and it may require the creation of associate degrees that take longer than two years to complete. It may also require us to offer an applied technology degree of three to four years in length, as well as vocational courses that can be accepted in transfer to four-year institutions.

❑ Non-credit (continuing) education is adequately supported and its benefits and beneficiaries are made obvious to people both inside and outside the Community College system. Non-credit education is expected to remain the fastest growing component in Community College instructional services, and to support it properly, we must develop the ability to monitor and maintain accurate records on our offerings, on enrollment, and on "learner outcomes."

❑ Transfer education (associate in arts degree courses) continues to be strengthened, thereby increasing the volume of students in the pipeline from our Colleges to four-year institutions. Achieving this goal will require that we establish and maintain an effective student tracking system with a comprehensive data base.

Second, we have to hone the strategic management skills of our staff and administrators, and help them gain proficiency in the use of data-bases for decision-making. This was a major weakness pointed out by visiting accreditation teams in 1987. Management skills that need improvement include planning, institutional research, program review, performance assessment and marketing.

In our drive to become better strategic managers, we will have to:

❑ Complete the development of our student tracking system and apply it on a systemwide basis.

❑ Develop a Community College strategic plan that is coordinated with the University's Systemwide Master Plan.

❑ Begin to research and write our institutional "self-study" reports to prepare for the accreditation of all campuses in 1995.

Third, we must provide more support to our community service and non-credit instructional operations by formulating policies that will identify and take advantage of the various available means of funding these activities. It is our goal to make community service programs an integral, rather than peripheral, component of our Community Colleges' total educational mission.

Fourth, we have to promote the scholarship of teaching and enhance the faculty and staff skills that are critical to achieving the highest rates of student retention and success. To accomplish this, we have to:

❑ Organize and conduct a Student Success Institute.

❑ Expand our use of classroom research in order to improve instructional effectiveness.

❑ Continue to support faculty/staff networking through our annual Excellence in Education Conference.

❑ Bring in visiting scholars to collaborate with faculty and staff on the implementation of multiple strategies for student success.

Fifth, we must continue to strengthen our partnership with the Department of Education. By building upon successful trial efforts like Project Reshape, we can reach our ultimate goal of creating a "seamless web" of learning that stretches from elementary school through high school and into college.

Sixth on our agenda are a number of personnel and staffing issues, foremost among them:

❑ The classification and compensation of our executives and managers. Adjustments are necessary to accurately reflect the scope of their responsibilities, the number of years they have served, and the quality of their performance. Adjustments are especially critical for our provosts, whose classifications and salaries should be commensurate with their administrative responsibilities in the university hierarchy.

❑ The classification of numerous other staff positions; the Community Colleges continue to be short-staffed in technical, clerical, custodial and mid-level administrative support positions dedicated to both instructional and institutional needs. These staffing shortages result in part from persistent recruiting difficulties, which are caused by the relatively low levels at which these APT positions are classified.

❑ Securing equitable salaries for faculty members (relative to their peers in these and other community colleges, and relative to equivalent positions in the private sector). We identified the individuals on all campuses who deserve adjustments, and the projected cost of the adjustments is $1.6 million, which we requested of our legislators in this year's supplemental budget. Without additional funding we will not be able to fund these adjustments.

Finally, we need to build more effective public relations and fundraising capabilities within our system, so that the people of Hawai'i can be more well informed about the myriad services we offer, and so that state appropriations can be supplemented by alternative sources of funding that allow creative and timely expansion of our offerings.

In conclusion, we can expect that 1991-92 will be an even more hectic year than the one we just came through. Our challenges are before us. Let us move forward.

University of Hawaii Community Colleges

Organization
Mission
Overview

University of Hawaii Community Colleges

Organization

Mission

The Community Colleges of the University of Hawaii are committed to helping fulfill the mission of the whole University:

"To provide all qualified people in Hawai'i with equal opportunity for a quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawaii is committed to the development of the state's greatest asset, its people."

Within this context, the Community Colleges have as their special objectives:

- To broaden access to higher education in Hawai'i by providing the opportunity for any high school graduate or adult aged 18 or older to enter a quality educational program within his or her community.
- To specialize in the effective teaching of diverse liberal arts and sciences so that Community College graduates are prepared to enter the workplace or advance with confidence toward baccalaureate degrees.
- To provide vocational and technical training that prepares students for immediate employment and supplies the paraprofessionals, technicians and craftspeople needed by Hawai'i business and industry.
- To offer continuing education in the form of general and customized employment training, and non-credit instruction that emphasizes personal enrichment, occupational advancement and career mobility.
- To contribute to the cultural and intellectual life of communities throughout Hawai'i by sharing leadership, knowledge, problem-solving skills and informational services; by offering forums for the discussion of ideas; and by providing venues in which community members can both exercise creativity and appreciate the creative works of others.

These objectives of the Community Colleges are consistent with the goals established by the State Postsecondary Education Commission and the State Board for Vocational Education.

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Overview

The University of Hawaii Community Colleges are a vital part of public higher education in the state of Hawai'i. They offer two-year Associate in Arts and Associate in Science degrees, as well as Certificates of Achievement and Certificates of Completion in numerous vocational and technical fields. They also offer a wide array of short-term, non-credit instruction and employment training.

The Community College system consists of the Employment Training Office, in Honolulu, and the seven colleges on three islands — Honolulu, Kapiolani, Leeward and Windward Community Colleges on O'ahu; Hawaii Community College on the Big Island; Kauai Community College on Kaua'i, and Maui Community College on Maui. The system's area of service has been extended into rural and isolated locales by Education Centers or Branch Campuses established on the islands of Moloka'i and Lana'i, on the Wai'anae coast of O'ahu, and in Lahaina and Hana on Maui. Its reach was further expanded this year by the use of cable television channels to broadcast classes directly into people's homes.

Because of the system's accessibility, community orientation, varied educational offerings and "open-door" admissions policy, it attracts and serves a substantial cross-section of the population in Hawai'i.

In the 1990-91 academic year, almost 24,000 Hawaii residents enrolled in credit programs throughout the system, and another 124,000 signed up for non-credit programming coordinated by the Offices of Special Programs and Community Services.

...relaxing after classes at Leeward.

Of the students enrolled in credit programs, women made up 57% of the total and men 43%; about half of the students were studying liberal arts and sciences, about one third were enrolled in vocational / technical programs, and the remainder was unclassified. The ethnic diversity of the student body reflected that of the state, with caucasians and Japanese each representing slightly more than 20%, Filipinos a little more than 15%, and Hawaiians / part Hawaiians a little more than 10% of the student population.

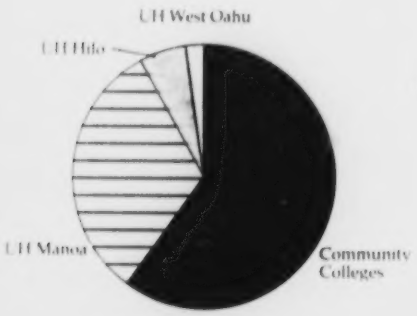
Community College students...

...registering for classes at Maui.

...broadcasting classes from Kapiolani.

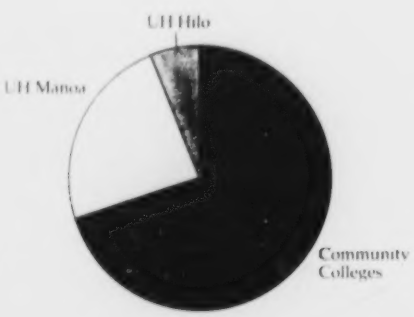
Enrollment

Statistics on this page, unless otherwise noted, are from the fall semester of 1990.



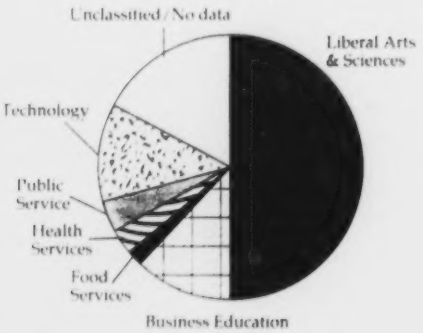
Undergraduate Enrollment by UH Unit

	#	%
Community Colleges	23,727	60
UH Manoa	12,775	32
UH Hilo	2,269	6
UH West Oahu	636	2
TOTAL	39,407	100



Lower Division Enrollment in Arts & Sciences General and Pre-professional programs

	#	%
Community Colleges	11,878	70
UH Manoa	4,069	24
UH Hilo	1,019	6
UH West Oahu	—	—
TOTAL	16,966	100



Enrollment by Program Area in the Community Colleges

	#	%
Liberal Arts & Sciences	11,878	50
Business Education	2,844	12
Food Service	404	2
Health Services	811	3
Public Services	982	4
Technology	2,804	12
Unclassified / No data	4,004	17
TOTAL	23,727	100

Degrees and Certificates Awarded

Associate in Arts

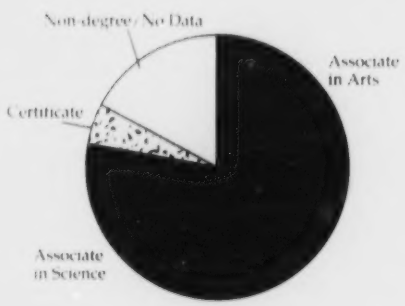
An Associate in Arts is a liberal arts degree granted to students who successfully complete a two-year program of courses designed to transfer into a baccalaureate program.

Associate in Science

An Associate in Science degree is granted to students who successfully complete a two-year program of vocational-technical courses and related general education courses. The Associate in Science program prepares students to transfer into baccalaureate programs in applied fields, and certifies that they have completed entry-level skills-training in their chosen occupational fields.

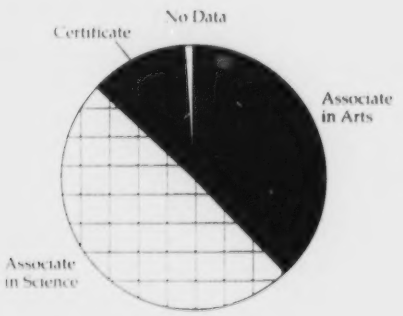
Certificates

Certificates of Completion and Achievement are awarded to students who complete vocational-technical programs that lead to entry-level employment or job enhancement.



Enrollment by Degree Status

	#	%
Associate in Arts	11,878	50
Associate in Science	6,730	28
Certificate	1,115	5
Non-degree / No data	4,004	17
TOTAL	23,727	100



Community College Degrees Awarded (1989-90 academic year)

	#	%
Associate in Arts	836	38
Associate in Science	1,083	49
Certificates	274	12
No Data	20	1
TOTAL	2,213	100

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Tuition

Tuition

(in dollars)		1990-91	1991-92	1992-93	1993-94
Full-time	Resident	200	210	220	230
(per semester)	Non-resident	1230	1290	1340	1400
Part-time	Resident	17	18	19	20
(per credit hour)	Non-resident	104	108	112	118

A student enrolled for 12 or more credit hours is a full-time student.

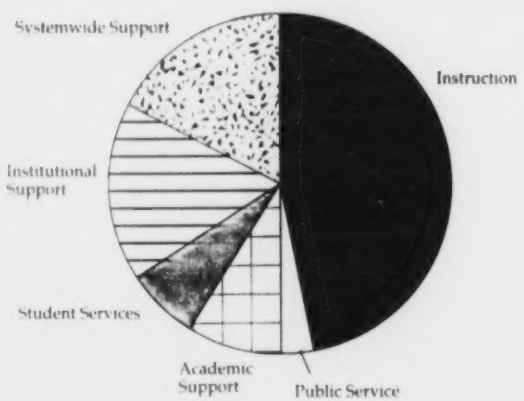
Summer Session (per credit hour)		1991	1992	1993	1994
Transfer-Level credit courses numbered 100 and above	Resident	55	55	57	60
	Non-resident	110	110	114	120
All other courses	Resident	50	50	54	56
	Non-resident	100	110	114	120

University of Hawaii Community College System General Funds Appropriation

FY 1990-91*

	$	%
Instruction	28,404,689	47
Public Service	1,967,590	3
Academic Support	5,344,156	9
Student Services	4,320,416	7
Institutional Support	10,305,500	17
Systemwide Support	10,423,280	17
TOTAL	$60,765,631	100

*Funding for the Chancellor's Office and Employment Training Office is included in Systemwide Support; also, line items and total do not include figures for Hawaii Community College, which were not available for the fiscal period (see note under General Funds Appropriation for Hawaii CC on page 19).



Programs of Study

Programs	Majors	Employment Training Office	Hawaii CC	Honolulu CC	Kapiolani CC	Kauai CC	Leeward CC	Maui CC	Windward CC
Liberal Arts and Sciences	Associate in Arts (transfer & pre-professional program)		•	•	•	•	•	•	•
	General Education		•	•	•	•	•	•	•
Business Education	Accounting		•	•	•	•	•	•	•
	Finance								•
	General Office Training		•						
	Hotel Operations		•		•	•		•	
	Information & Computer Science	•	•	•	•		•		•
	Management and Related					•	•		
	Office Administration & Technology	•	•	•	•	•	•	•	•
	Sales and Marketing		•		•	•	•	•	
	Stenography and Related				•				
	Visitor Industry					•			
Health Service	Adult Residential Care Home				•				
	Dental Assisting				•				
	Emergency Medical Services				•				
	Medical Assisting				•				
	Medical Lab Technology				•				
	Mobile Intensive Care Technician				•				
	Nurse Aide				•	•			
	Nurse Aide/Home Health Aide				•				
	Nursing		•		•	•		•	
	Occupational Therapy Assisting				•				
	Personal Care Attendant				•				
	Physical Therapy Assistant				•				
	Radiologic Technology				•				
	Respiratory Therapy				•				
Public Service	Administration of Justice		•	•				•	
	Early Childhood Education		•			•			
	Fire Science		•	•				•	
	Human Services		•	•		•	•	•	
	Legal Assistant				•				
	Occupational Safety & Health	•		•				•	
	Recreational Instructor					•	•	•	•
Food Service	Commercial Baking			•					
	Food Service	•	•	•	•	•	•	•	
Trades and Technology	Aeronautic Maintenance Technology			•					
	Agriculture		•					•	•
	Applied Trades			•					
	Auto Body Repair & Painting	•	•	•	•	•		•	
	Automotive Technology	•	•	•	•	•	•	•	•
	Building Maintenance Technology	•						•	
	Carpentry	•	•	•	•	•		•	
	Commercial Art & Photography			•			•	•	
	Cosmetology			•				•	
	Drafting Technology		•		•		•	•	
	Electrical Installation & Maintenance	•	•	•		•			
	Electronics Technology		•	•	•	•		•	
	Engineering Technology			•	•			•	
	Facilities Engineering Technology					•			
	Fashion Technology		•	•				•	
	Graphic Arts						•		
	Heavy Equipment Maintenance/Repair			•				•	
	Machine Shop Technology		•	•				•	
	Refrigeration & Air Conditioning			•				•	
	Sheet Metal & Plastics Technology			•				•	
	Ship Repair			•					
	Television Production						•		
	Welding Technology		•	•		•		•	

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Liberal Arts and Sciences Program

Disciplines

	Employment Training Office	Hawaii CC	Honolulu CC	Kapiolani CC	Kauai CC	Leeward CC	Maui CC	Windward CC
American Studies			•	•	•	•	•	
Anthropology			•	•	•	•	•	•
Art		•	•	•	•	•	•	•
Asian Studies		•	•	•	•	•		
Astronomy			•		•	•	•	•
Biochemistry				•		•	•	
Biology		•	•	•	•	•	•	•
Botany		•	•	•	•	•	•	•
Chemistry		•	•	•	•	•	•	•
Chinese			•	•				
Communications			•	•	•	•	•	•
Dance				•	•	•	•	
Drama			•	•	•	•	•	•
East Asian Languages		•	•			•	•	
East Asian Languages and Literature			•	•		•		
Economics		•	•	•	•	•	•	•
Education		•	•	•	•	•	•	
English	•	•	•	•	•	•	•	•
English As A Second Language	•	•	•	•		•		•
English Language Institute Program		•	•		•	•		
European Languages				•		•	•	
Family Resources		•	•		•			
Food and Nutritional Sciences			•		•	•	•	
French			•	•	•	•		•
Geography			•	•	•	•	•	•
Geology and Geophysics			•	•	•	•	•	•
German						•		
Hawaiian			•	•	•	•	•	•
Hawaiian Studies		•	•		•	•	•	•
Health			•	•			•	•
Health, Physical Education, Recreation			•	•	•	•	•	•
History		•	•	•	•	•	•	•
Home Economics			•					
Human Development		•		•	•		•	
Humanities			•	•	•	•	•	•
Interdisciplinary Studies		•	•	•	•	•	•	•
Japanese		•	•	•	•	•	•	•
Journalism			•	•	•	•	•	•
Korean				•				
Learning Skills	•		•	•	•	•	•	•
Linguistics			•	•	•	•		
Mathematics	•	•	•	•	•	•	•	•
Microbiology			•	•	•	•	•	
Music			•	•	•	•	•	•
Oceanography		•	•	•	•	•	•	•
Philosophy			•	•	•	•	•	•
Physics		•	•	•	•	•	•	•
Political Science		•	•	•	•	•	•	•
Psychology		•	•	•	•	•	•	•
Quantitative Methods			•	•		•		
Religion			•	•	•	•	•	•
Samoan				•				
Science		•	•	•	•	•	•	•
Social Science		•	•	•		•	•	•
Sociology		•	•	•	•	•	•	•
Spanish			•	•		•	•	•
Speech		•	•	•	•	•	•	•
Student Development	•		•					
Tagalog			•	•			•	
Women's Studies			•			•		
Zoology			•	•	•	•	•	•

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Special Programs & Community Services

The Community College Offices of Community Services (OCS) deliver non-credit instruction that can be classified into four broad categories:

- ❑ general and customized training for business and industry;
- ❑ general interest and personal enrichment classes for average citizens and specific groups;
- ❑ academic instruction for various apprenticeship training programs, and
- ❑ performances and special events.

The mission of OCS is to meet the need for continuing education in all sectors of the state's workforce, and to provide Hawai'i residents with the opportunity to better themselves through "lifelong learning" that is relevant, affordable and convenient. OCS is financially self-supporting (expenses are paid out of revenues generated), responsive to the demands of its diverse clientele, and flexible in its delivery of instruction.

Because of this entrepreneurial orientation, OCS is the fastest growing program area in the Community Colleges, and last year touched the lives of more than 150,000 Hawai'i residents. Instructional programs ranged from contracted skills training for health industry employees to algebra for carpentry apprentices to computer operation and real estate classes for individuals.

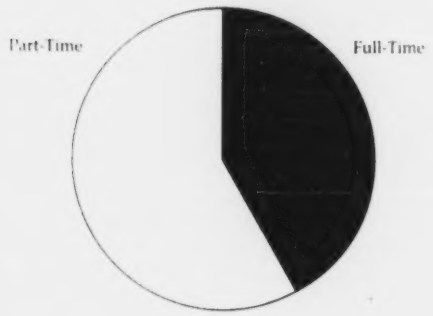
Also supported by OCS are the Community Theater at Leeward Community College (a major center for the performing arts on O'ahu) and events like Windward Community College's annual Ho'olaule'a and Taro Festival, as well as visits of performing artists like the renowned Beijing Acrobats.

At right is a table of OCS program areas and selected classes.

Offices of Community Services Non-credit Instruction Enrollment FY 1990-91:	
Honolulu	21,236
Kapiolani	32,492
Kauai	9,130
Leeward	32,282
Maui	13,066
Windward	15,022
TOTAL	123,228

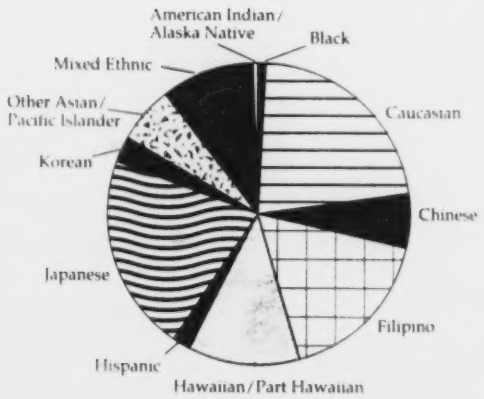
	Honolulu CC	Kapiolani CC	Kauai CC	Leeward CC	Maui CC	Windward CC
Business and Industry						
Accounting				•		
Banking		•			•	
Computer	•	•	•	•	•	•
Floral	•					
Visitor Industry	•	•	•	•	•	•
Interpretation		•	•		•	
Housekeeping	•	•	•		•	
Landscape Maintenance	•			•	•	•
Golf Course Turf Mgt.				•		
Trades/Maintenance	•				•	
Travel Industry Mgt.			•		•	
Importing & Exporting		•				
Land Use	•					
Real Estate	•	•	•	•	•	
Personnel & Staff Development	•	•	•			
Small Business	•	•	•	•		
Education						
NTE Examination Program		•				
Care for Developmentally Disabled	•					
Childcare Training	•					
Food Service						
Culinary Arts		•	•	•	•	
Baking	•					
Health						
Healthcare		•	•	•		
Trades and Technology						
Apprenticeship	•		•		•	
Agriculture					•	•
Auto Mechanics Technology	•		•			•
Building Technology	•					
Carpentry	•					
DraftingTechnology	•					
Electrical Installation & Maintenance	•					
Electronics Technology	•					
Engineering Technology	•		•			
Occupational Safety & Health	•					
Refrigeration & Air Conditioning	•					
Truck Driver			•	•	•	
Welding Technology	•					
General Programs						
Basic Academic Skills	•	•				
English as a Second Language		•		•		
Fine Arts	•	•	•	•	•	•
Foreign Languages	•	•	•	•	•	•
Hawaiian Culture	•	•	•		•	•
Literacy				•		
Transportation			•	•		
Personal Enrichment	•	•	•	•	•	•
Special Audiences						
Consumer Education	•					
Elderhostel		•				
International Programs		•		•		
International Student Exchanges		•				
Senior Citizens	•	•	•	•	•	•
Sign Language & Interpreter Training	•					
Special Events & Performances	•	•	•	•	•	•

Selected Student Characteristics at the Community Colleges



Attendance Status (Fall semester)

	#	%
Full-Time	9,869	42
Part-time	13,858	58
TOTAL	23,727	100

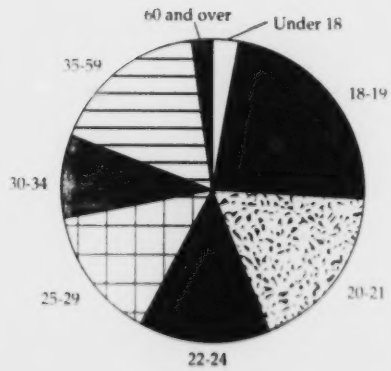


Ethnic Background (Fall semester)

	#	%
American Indian/Alaska Native	93	<1
Black	288	1
Caucasian	5,294	22
Chinese	1,424	6
Filipino	4,033	17
Hawaiian/Part Hawaiian	2,886	12
Hispanic	408	2
Japanese	4,875	21
Korean	631	3
Other Asian/Pacific Islander	1,343	6
Mixed Ethnic	2,421	10
No response	31	<1
TOTAL	23,727	100

Gender (Fall semester)

	#	%
Women	13,495	57
Men	10,228	43
No data	4	<1
TOTAL	23,727	100



Age (Fall semester)

	#	%
Under 18	685	3
18-19	5,529	23
20-21	4,305	18
22-24	3,254	14
25-29	3,253	14
30-34	2,200	9
35-59	4,002	17
60 and over	494	2
No data	5	<1
TOTAL	23,727	100

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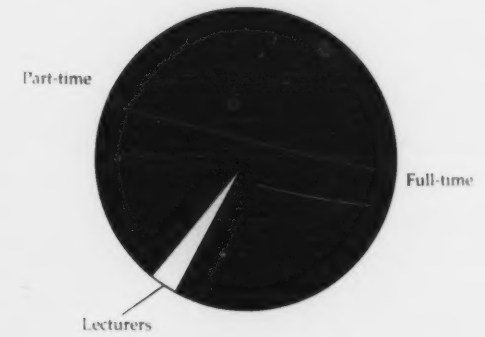
Selected Faculty Characteristics at the Community Colleges

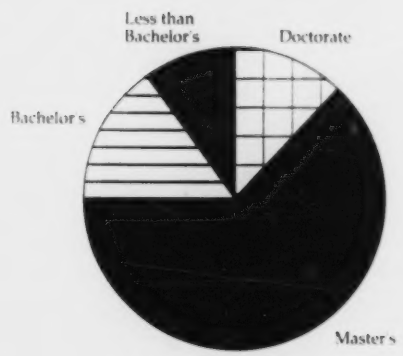


Instructional Faculty by Employment Status

	#	%
Full-time	686	58
Part-time	40	3
Lecturers	472	39
TOTAL	1198	100

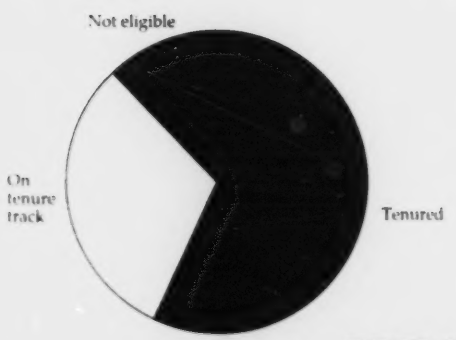
Full-time Faculty by Instructional Area

	#	%
General Education	364	53
Vocational Education	322	47
TOTAL	686	100



Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	81	12
Master's	433	63
Bachelor's	104	15
Less than Bachelor's	68	10
TOTAL	686	100



Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	390	57
On tenure track	215	31
Not eligible	80	12
TOTAL	686	100

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University of Hawaii Community Colleges

The Campuses

Employment Training Office

The unique mission of the Employment Training Office (ETO) is determined by the needs of the at-risk population in Hawai'i, which often is unable to benefit from traditional educational and social-aid institutions. ETO focuses on high-risk and ready-to-work students, preparing them to enter the workplace, get more training, or pursue a more traditional post-secondary education.

ETO offers vocational assessment, personal counseling, hands-on employment training and basic academic instruction in a supportive and self-paced environment. Its programs are tailored to the needs of individuals, and occupational training is complemented whenever necessary by training in the basic academic skills (reading, math and English), and by personal and career counseling. In addition, job search and job placement services help match each student with a compatible employer in the field the student has chosen.

In the 29 years of its commitment to the people of Hawai'i, ETO has worked in partnership with a variety of other public and private agencies. ETO collaborates with the Department of Education to provide alternative educational opportunities for at-risk high school students. Its training programs also serve students referred from the State Departments of Labor and Industrial Relations, Public Safety, Health/Human Services and Accounting/General Services, as well as the City and County of Honolulu, and community organizations like the Honolulu Community Action Program and the Samoan Service Providers Association.

Employment Training Office
600 Pensacola Street
Honolulu, Hawai'i 96814
Switchboard/Information: 587-2600

Selected Student Characteristics FY 1990-91

Enrollment by Program Area	#	%
Regular Programs		
Auto Repair	37	
Construction Occptns.	53	
Inmate Occup. Training	132	
Office Admin. & Tech.	433	
OA&T (Maui)	49	
Food Service	131	
Food Service (Maui)	18	
Emplymnt. Prep. (Maui)	61	
Proj. SMART (literacy)	207	
Job-Search Training	222	
Learning Center	243	
SUBTOTAL	1,586	27
Special Programs		
School Bus Driver Trnng.	412	7
Motorcycle Safety Ed.	1,098	19
Military Occup. Trnng.	2,710	47
TOTAL	5,806	100

Gender	#	%
Women	949	59
Men	598	38
No response	39	3
TOTAL	1,586	100

Ethnic Background	#	%
American Indian/ Alaska Native	11	<1
Black	32	2
Caucasian	248	16
Chinese	91	6
Filipino	329	20
Hawaiian/Part Hawaiian	329	20
Hispanic	45	3
Japanese	98	6
Korean	27	2
Other Asian	43	3
Other Pacific Islander	91	6
Samoan	36	2
Mixed Ethnic	4	<1
No response	202	13
TOTAL	1,586	100

Age	#	%
Under 20	292	18
20–25	296	18
26–30	278	17
31–35	248	16
36–40	205	13
41–45	98	6
46–50	74	5
Over 50	69	4
No response	26	2
TOTAL	1,586	100

Educational Status at Entry *	#
In Int. or High School	187
Didn't Complete H. School	159
Completed G.E.D.	127
High School Graduate	831
Degree Beyond H. School	171

Life Status at Entry *	#
Recieved Federal Assistance	1,019
Single Parent	263
Limited English	145
Displaced Worker	132
Handicapped	127
Displaced Homemaker	107

*** Data on educational and life status at entry were given voluntarily, and thus are not available for all students.**

Sources of Appropriated State Funds FY 1990-91

	$	%
General Funds	1,576,519	52
Special Funds	1,128,054	38
Revolving Funds	300,208	10
TOTAL	$3,005,281	100

Hawaii Community College

Hawaii Community College (HCC) is the newest member of the community college system, having transferred into the system in July. Prior to that, HCC was administered as a college within the University of Hawaii at Hilo (UHH), the university's baccalaureate campus on the island of Hawai'i. HCC is located in Hilo, and still shares a campus with UHH.

The mission of Hawaii Community College is to offer courses and programs and to support activities that meet the educational, training and community needs of the residents of the entire Big Island. As HCC continues to grow and evolve into a comprehensive community college, student, community and administrative services will be developed that will enable the college to better meet these diverse needs.

Students are the most important part of HCC. At present, they seek training and degrees in 23 different vocational programs that stress practical experience through an active cooperative education program. HCC also takes pride in its liberal arts curriculum, which leads to an associate of arts degree. As for outreach, the college operates degree and certificate programs in Food Service, Hotel Operations, Early Childhood Education, Nursing, and Business through the UHH-West Hawaii Outreach Education Center in Kealakekua. It has also broadcast courses to Kauai Community College and to UHH-West Hawaii via the Hawaii Interactive Television System (HITS).

Hawaii Community College
523 W. Lanikaula St.
Hilo, Hawai'i 96720-4091
Switchboard/Information: 933-3311

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	823	43
Business Education	254	13
Food Services	36	2
Public Services	107	6
Technology	235	12
Unclassified	370	4
No data	33	20
TOTAL	1,896	100

Attendance Status

	#	%
Full-time	1,180	62
Part-time	716	38
TOTAL	1,896	100

Gender

	#	%
Women	1,142	60
Men	754	40
TOTAL	1,896	100

Degree Status

	#	%
Associate in Arts	823	43
Associate in Science	635	33
Certificate	68	4
Non-degree/No data	370	20
TOTAL	1,896	100

Ethnic Background

	#	%
American Indian/ Alaska Native	19	1
Black	19	1
Caucasian	523	28
Chinese	19	1
Filipino	239	13
Hawaiian/ Part Hawaiian	402	21
Hispanic	39	2
Japanese	282	15
Korean	18	1
Other Asian/ Pacific Islander	144	8
Mixed Ethnic	179	9
TOTAL	1,896	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	81	55
Part-time	3	2
Lecturers	63	43
TOTAL	147	100

Full-time Faculty by Instructional Area

	#	%
General Education	28	35
Vocational Education	53	65
TOTAL	81	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	7	9
Master's	46	56
Bachelor's	16	20
Less than Bachelor's	12	15
TOTAL	81	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	50	62
On tenure track	26	32
Not eligible	5	6
TOTAL	81	100

General Funds Appropriation

FY 1990-91

Separate figures are not available for Hawaii Community College for FY 1990/91, as the college was still a unit within the University of Hawaii at Hilo during this fiscal period, and did not receive discrete appropriations from the state legislature.

Honolulu Community College

Honolulu Community College is a modern, urban campus with the warm personal touch of an island college located only a mile from downtown Honolulu. The College offers a strong liberal arts program in addition to the largest number of vocational/technical offerings in Hawai'i, including programs such as commercial baking, cosmetology, refrigeration and air conditioning, and aeronautic maintenance that are not offered at any other campus.

There are more than 4,000 regular credit students who come from throughout the State and the Pacific Basin. An additional 3,000 students are enrolled in non-credit or special courses and programs.

Honolulu Community College has cooperative education programs in 25 fields ranging from welding and carpentry to biomedical electronics and occupational safety. Students gain practical experience as a part of their studies by working on campus in places like the bake shop, the auto repair and painting shop, the cosmetology clinic, and the educational media center.

Honolulu Community College
874 Dillingham Boulevard
Honolulu, Hawai'i 96817
Switchboard/Information: 845-9211

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	1,568	36
Business Education	39	1
Food Services	23	1
Public Services	601	14
Technology	1,923	44
Unclassified	186	4
No data	39	1
TOTAL	4,379	100

Attendance Status

	#	%
Full-time	1,861	42
Part-time	2,518	58
TOTAL	4,379	100

Degree Status

	#	%
Associate in Arts	1,467	35
Associate in Science	2,457	59
Certificate	47	1
Non-degree/No data	222	5
TOTAL	4,379	100

Gender

	#	%
Men	2,642	60
Women	1,737	40
TOTAL	4,379	100

Ethnic Background

	#	%
American Indian/ Alaska Native	9	<1
Black	36	1
Caucasian	566	13
Chinese	530	12
Filipino	872	20
Hawaiian/Part Hawaiian	532	12
Hispanic	75	2
Japanese	895	20
Korean	169	4
Other Asian/ Pacific Islander	378	9
Mixed Ethnic	315	7
No response	2	<1
TOTAL	4,379	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	121	56
Part-time	6	2
Lecturers	73	42
TOTAL	200	100

Full-time Faculty by Instructional Area

	#	%
General Education	59	49
Vocational Education	62	51
TOTAL	121	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	15	12
Master's	68	57
Bachelor's	15	12
Less than Bachelor's	23	19
TOTAL	121	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	77	64
On tenure track	37	30
Not eligible	7	6
TOTAL	121	100

General Funds Appropriation

FY 1990-91*

	$	%
Instruction	7,081,402	58
Public Service	1,093,342	9
Academic Support	1,075,687	9
Student Services	831,130	7
Insttnl. Support	2,013,447	17
TOTAL	$12,095,008	100

*Does not include collective bargaining augmentation

Kapiolani Community College

Kapiolani Community College provides general higher education opportunities to the East Honolulu area while also serving a statewide need for selected vocational programs. In the Fall of 1990, nearly 6,300 students attended the college's beautiful new campus on the slopes of Diamond Head. These students enjoyed a stimulating yet comfortable place to learn thanks to the large shade trees, ocean vistas, and an architecture that blends with the environment. And Kapiolani's diverse and dedicated faculty continues to take advantage of the latest in equipment and facilities to help these students shape, then reach, their educational goals.

Kapiolani offers unique statewide programs in seven allied health fields and in legal assisting. It also offers an excellent liberal arts transfer program, and vocational training in accounting, data processing, office administration, food service, hotel operations, nursing, and emergency medical services.

In addition to its regular credit programs, Kapiolani offers an outstanding array of non-credit courses to Honolulu businesses, senior citizens and other community groups. Computer-skills courses are offered in a microcomputer lab, and are among the most popular of the college's non-credit offerings.

Kapiolani Community College
4303 Diamond Head Road
Honolulu, Hawai'i 96816
Switchboard/Information: 734-9111

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	3,705	59
Business Education	877	14
Food Services	221	4
Health Services	533	8
Public Services	125	2
Unclassified	752	12
No data	62	1
TOTAL	6,275	100

Attendance Status

	#	%
Full-time	2,484	40
Part-time	3,791	60
TOTAL	6,275	100

Degree Status

	#	%
Associate in Arts	3,706	59
Associate in Science	1,478	24
Certificate	278	4
Non-degree/No data	814	13
TOTAL	6,275	100

Gender

	#	%
Women	3,838	61
Men	2,435	39
No data	2	0
TOTAL	6,275	100

Ethnic Background

	#	%
American Indian/ Alaska Native	18	>1
Black	49	1
Caucasian	1,227	20
Chinese	590	9
Filipino	884	14
Hawaiian/Part Hawaiian	530	8
Hispanic	71	1
Japanese	1,662	26
Korean	260	4
Other Asian/ Pacific Islander	396	6
Mixed Ethnic	565	9
No response	23	>1
TOTAL	6,275	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	162	57
Part-time	11	4
Lecturers	112	39
TOTAL	285	100

Full-time Faculty by Instructional Area

	#	%
General Education	71	44
Vocational Education	91	56
TOTAL	162	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	21	13
Master's	102	63
Bachelor's	27	17
Less than Bachelor's	12	7
TOTAL	162	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	68	42
On tenure track	65	41
Not eligible	28	17
TOTAL	162	100

General Funds Appropriation

FY 1990-91*

	$	%
Instruction	7,142,363	61
Public Service	206,051	2
Academic Support	1,319,522	11
Student Services	890,613	8
Insttnl. Support	2,092,150	18
TOTAL	$11,650,699	100

*Does not include collective bargaining augmentation

Kauai Community College

Kauai Community College occupies a beautiful 99-acre campus at Puhi, near Lihu'e. The atmosphere is quiet and conducive to learning. A campus center and a learning resources center are hubs of the campus, with surrounding buildings devoted to the fine arts, natural & social sciences, trades & technology, business education, and nursing.

Student population is about 1,400, and students say the smallness of Kaua'i allows them to use the whole island as a campus. In addition, faculty members supplement classwork and lectures with frequent trips to nearby beaches, historical sites and botanical gardens, and business and government leaders often contribute to instruction by visiting classes to talk about their areas of expertise.

Vocational programs at KCC help fill the need for trained employees in such critical fields as health care. Other strong programs include liberal arts, automotive mechanics, auto body repair, welding, carpentry, and business education, which includes accounting, management, office administration and visitor industry programs.

Kauai Community College
3-1901 Kaumuali'i Highway
Lihu'e, Hawai'i 96766
Switchboard/Information: 245-8311

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts and Sciences	382	27
Business Education	269	19
Health Services	75	5
Public Services	21	1
Technology	107	8
Unclassified	559	40
TOTAL	1,413	100

Attendance Status

	#	%
Full-time	411	29
Part-time	1,002	71
TOTAL	1,413	100

Degree Status

	#	%
Associate in Arts	382	27
Associate in Science	312	22
Certificate	160	11
Non-degree	559	40
TOTAL	1,413	100

Gender

	#	%
Women	857	61
Men	556	39
TOTAL	1,413	100

Ethnic Background

	#	%
American Indian/ Alaska Native	8	1
Black	7	<1
Caucasian	408	29
Chinese	11	1
Filipino	410	29
Hawaiian/Part Hawaiian	183	13
Hispanic	30	2
Japanese	218	15
Korean	7	<1
Other Asian/ Pacific Islander	29	2
Mixed Ethnic	102	7
TOTAL	1,413	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	64	59
Part-time	5	5
Lecturers	40	36
TOTAL	109	100

Full-time Faculty by Instructional Area

	#	%
General Education	33	52
Vocational Education	31	48
TOTAL	64	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	9	15
Master's	38	59
Bachelor's	11	17
Less than Bachelor's	6	9
TOTAL	64	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	30	47
On tenure track	17	27
Not eligible	17	26
TOTAL	64	100

General Funds Appropriation
FY 1990-91*

	$	%
Instruction	2,262,761	44
Public Service	116,233	2
Academic Support	665,166	13
Student Services	384,529	8
Insttnl. Support	1,669,913	33
TOTAL	$5,098,602	100

*Does not include collective bargaining augmentation

Leeward Community College

Leeward Community College, located between Pearl City and Waipahu on O'ahu, serves 6,000 students each year through vocational programs and liberal arts courses in 67 different subject fields. The college has always been known for its strong liberal arts and pre-professional transfer programs, and prides itself on reaching out to the community. In addition to traditional instruction during the weekdays on campus, classes are offered on evenings and Saturdays, and at Leeward Community College at Wai'anae and selected military installations and correctional institutions.

Leeward has well-equipped classrooms, labs and shops, a state-of-the-art television production center, an extensive library collection, and a campus center. Special services are available for handicapped and disabled students, and for adults returning to college. Leeward also maintains an excellent advising program to help individuals establish life, career and educational goals, and offers remedial and developmental programs for those who need help with basic learning skills.

Leeward's Office of Community Services has become a leader in literacy tutoring and training programs throughout West O'ahu. A broad spectrum of non-credit classes, workshops, forums and cultural activities are also held regularly on campus. These include performances of music, drama and dance at LCC Theatre, which is a major cultural center for Leeward O'ahu.

Leeward Community College
96-045 Ala Ike
Pearl City, Hawai'i 96782
Switchboard/Information: 455-0011

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	3,598	62
Business Education	966	17
Food Services	73	1
Public Services	8	<1
Technology	296	5
Unclassified	863	15
TOTAL	5,805	100

Attendance Status

	#	%
Full-time	2,562	44
Part-time	3,243	56
TOTAL	5,805	100

Degree Status

	#	%
Associate in Arts	3,598	62
Associate in Science	1,109	19
Certificate	234	4
Non-degree/No data	864	16
TOTAL	5,805	100

Gender

	#	%
Women	3,400	59
Men	2,404	41
TOTAL	5,805	100

Ethnic Background

	#	%
American Indian/ Alaska Native	11	<1
Black	149	3
Caucasian	1,148	20
Chinese	144	2
Filipino	1,109	19
Hawaiian/Part Hawaiian	616	11
Hispanic	115	2
Japanese	1,302	22
Korean	141	2
Other Asian/ Pacific Islander	285	5
Mixed Ethnic	783	13
No response	2	<1
TOTAL	5,805	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	147	56
Part-time	8	3
Lecturers	107	41
TOTAL	262	100

Full-time Faculty by Instructional Area

	#	%
General Education	111	76
Vocational Education	36	24
TOTAL	147	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	20	14
Master's	99	67
Bachelor's	19	13
Less than Bachelor's	9	6
TOTAL	147	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	103	70
On tenure track	34	23
Not eligible	10	7
TOTAL	147	100

General Funds Appropriation

FY 1990-91*

	$	%
Instruction	6,572,506	58
Public Service	191,655	2
Academic Support	984,706	9
Student Services	1,224,692	11
Insttnl. Support	2,325,230	20
TOTAL	$11,298,789	100

*Does not include collective bargaining augmentation

Maui Community College

Maui Community College, between Wailuku and Kahului, occupies an open, spacious campus between the ocean and West Maui Mountains. MCC is a comprehensive, open-door, community-based college offering a liberal arts curriculum and vocational programs that lead to degrees and certificates. Enrollment is slightly more than 2,300 students.

Among its 15 vocational programs, MCC has an award-winning nursing program, and the only food service program in the state that is accredited by the American Culinary Federation. Also offered are vocational programs in agriculture, automotive technology, building maintenance, carpentry, welding, and fashion technology, as well as accounting, business careers, hotel operations, and office administration & technology. Public service programs include administration of justice and human services.

MCC is the only campus in the university system that serves three islands, and it has adopted a number of innovative techniques to meet the educational needs of its widespread clientele. Outreach education centers offer credit and non-credit programs and courses on the islands of Moloka'i and Lana'i, in the town of Lahaina, and in the isolated community of Hāna. Also, MCC has taken the lead in offering individualized competency-based courses, as well as courses televised on cable TV and over an interactive microwave television system that links all of its sites.

Maui Community College
310 Ka'ahumanu Avenue
Kahului, Hawai'i 96732
Switchboard/Information: 244-9181

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	694	30
Business Education	348	15
Food Services	51	2
Health Services	132	6
Public Services	120	5
Technology	200	9
Unclassified	719	31
No data	73	3
TOTAL	2,337	100

Attendance Status

	#	%
Full-time	763	33
Part-time	1,574	67
TOTAL	2,337	100

Degree Status

	#	%
Associate in Arts	694	30
Associate in Science	543	23
Certificate	308	13
Non-degree/No data	792	34
TOTAL	2,337	100

Gender

	#	%
Women	1,491	64
Men	846	36
TOTAL	2,337	100

Ethnic Background

	#	%
American Indian/ Alaska Native	8	<1
Black	8	<1
Caucasian	821	35
Chinese	70	3
Filipino	460	20
Hawaiian/Part Hawaiian	340	15
Hispanic	48	2
Japanese	293	13
Korean	16	1
Other Asian/ Pacific Islander	52	2
Mixed Ethnic	219	9
TOTAL	2,337	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	72	55
Part-time	5	4
Lecturers	54	41
TOTAL	131	100

Full-time Faculty by Instructional Area

	#	%
General Education	32	44
Vocational Education	40	56
TOTAL	72	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	4	6
Master's	50	69
Bachelor's	13	18
Less than Bachelor's	5	7
TOTAL	72	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	39	54
On tenure track	25	35
Not eligible	8	11
TOTAL	72	100

General Funds Appropriation

FY 1990-91*

	$	%
Instruction	3,541,091	55
Public Service	239,616	4
Academic Support	713,475	11
Student Services	510,669	8
Insttnl. Support	1,453,613	22
TOTAL	$6,458,464	100

*Does not include collective bargaining augmentation

Windward Community College

Windward Community College serves residents primarily from Hale'iwa to Waimanalo with a strong liberal arts program and certificate and degree programs in accounting, finance, secretarial science, automotive mechanics, and agriculture. Credit courses are offered both days and evenings.

The college offers many enrichment activities, including theatrical performances, a nationally recognized learning assistance program, and the annual Ho'olaule'a, a festival of music and dance that draws thousands of people to the campus. In addition, the community services program offers a wide selection of non-credit courses and cultural programs.

More than 1,600 students attend classes in one of the most beautiful settings in Hawai'i. Located at the base of the Ko'olau mountains above Kane'ohe town, the college occupies 45 acres of lush greenery. Plans are being developed for new facilities on the campus to meet the needs of future generations of students.

Windward Community College
45-720 Kea'ahala Road
Kane'ohe, Hawai'i 96744
Switchboard/Information: 235-0077

Selected Student Characteristics

Enrollment by Program Area

	#	%
Liberal Arts & Sciences	1,108	68
Business Education	91	6
Technology	43	3
Unclassified	345	21
No data	35	2
TOTAL	1,622	100

Attendance Status

	#	%
Full-time	608	37
Part-time	1,014	63
TOTAL	1,622	100

Degree Status

	#	%
Associate in Arts	1,108	68
Associate in Science	86	5
Certificate	48	3
Non-degree/No data	380	23
TOTAL	1,622	100

Gender

	#	%
Women	1,030	64
Men	591	36
TOTAL	1,622	100

Ethnic Background

	#	%
American Indian/ Alaska Native	7	<1
Black	20	1
Caucasian	601	37
Chinese	60	4
Filipino	59	4
Hawaiian/Part Hawaiian	283	17
Hispanic	29	2
Japanese	223	14
Korean	20	1
Other Asian/ Pacific Islander	59	4
Mixed Ethnic	258	16
No response	3	<1
TOTAL	1,622	100

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	#	%
Full-time	39	61
Part-time	2	3
Lecturers	23	36
TOTAL	64	100

Full-time Faculty by Instructional Area

	#	%
General Education	30	77
Vocational Education	9	23
TOTAL	39	100

Full-time Instructional Faculty by Highest Degree

	#	%
Doctorate	5	13
Master's	30	78
Bachelor's	3	7
Less than Bachelor's	1	2
TOTAL	39	100

Full-time Instructional Faculty by Tenure Status

	#	%
Tenured	23	59
On tenure track	11	28
Not eligible	5	13
TOTAL	39	100

General Funds Appropriation

FY 1990-91*

	$	%
Instruction	1,804,566	48
Public Service	120,693	3
Academic Support	585,600	16
Student Services	478,783	13
Insttnl. Support	751,147	20
TOTAL	$3,740,789	100

*Does not include collective bargaining augmentation

Looking Ahead
1993 — 1999

The University of Hawaii Community College system has grown to become one of the leading educational institutions in the Pacific, and intends to continue in that role throughout the 1990s. But with the increasing complexity and interdependency of people and institutions in society today, a clear and thoughtful strategy will be required to anticipate, and keep pace with, the changes that loom before us.

To assure that we contribute our utmost to the education of Hawai'i's people, the Community Colleges have embarked on an ambitious effort to review, debate, revise, create and integrate a variety of action plans into a proactive educational strategy. Over the next six years, this effort will lead us to ask, and answer, dozens of reflective questions, many of which we have summarized below.

Educational Effectiveness

❑ Do we provide our students with relevant educations of the highest quality?
❑ Are we producing well-prepared students who can meet the needs of their employers as well as their communities?
❑ Can we harness the potential of technological systems to enhance our instructional programs?
❑ How do we best utilize technology to enhance administrative management?
❑ How do we improve communication and information-sharing to foster better intra- and inter-system relationships?

Students love it — and learn more from it. "It" is computer-aided instruction, in this case word processing on computers, now an integral part of Frank Mattos' English class at Windward Community College.

Student and Community Concerns

❑ Are we meeting the needs of our students by preparing them adequately to handle their personal and societal responsibilities?
❑ How do we best meet the needs of students with widely varying socio-economic backgrounds, including those in our non-credit programs?
❑ Should we provide our students with a set of core educational values that guide their learning, and if so, how should those core values be balanced with flexibility in course taking?
❑ How flexible can we be in meeting the needs of our students and in getting our job done?
❑ How do we respond to cultural diversity on our campuses while at the same time encouraging unity amongst the different cultures?
❑ How do we increase the perceived importance of vocational education on our campuses and in the community ?

Organizational Development

❑ Are we prepared to respond to the institutional dynamics now affecting the University of Hawaii system (e.g. centralization vs. decentralization)?
❑ Are we prepared to cope with changes in the relationships between the University of Hawaii system and the Community Colleges, and between the Community College system office and our campus administrations?
❑ What is the best plan for the development of successors in management?
o Are we prepared to allow an increase in participatory management on our campuses over the next six years?
❑ How do we best meet the needs of a changing profile of faculty?
❑ How can we strike a harmonious balance between the reponsibility of the institution and the reponsibility of the individual for professional development?

Financial and Physical Resources

❑ How do we insure funding that is adequate to carry out our mission, or in lieu of that, how do we best leverage the resources our campuses need to serve their communities?
❑ How do we keep morale high when our aspirations and dreams fail to receive resources and support?
❑ Can we bolster our efforts to recruit and retain talented faculty ?

A little technology can be a big crowd-pleaser: dozens of potential students took home computer-generated mini-portraits of themselves after visiting the Community College booth at the annual Career & College Fair in November.

Societal Responsibility

- Can we insure confidence in our work by exercise of public accountability, and if so, what form should that accountability take?
- Are we committed to thinking, planning and acting globally or internationally, as we say?
- Are we operating according to the highest moral and professional/ethical standards?

These are the challenges that face us, and we shall meet them head on. We believe, as Ralph Waldo Emerson did, that *"what lies behind us and what lies before us are small matters compared to what lies within us."*

One more affordable home for Hilo: in May, HFDC Director Joe Conant accepted the keys and blueprints for the 26th Model Home to be built with help from construction trades apprentices at Hawaii Community College.

Keynote speaker Dr. Lee Noel struck a number of positive chords when he talked to this packed house of faculty and staff at the Community Colleges' 1991 Excellence in Education Conference. His theme? Helping keep students in school is everyone's responsibility, not just teachers and counselors.

Faculty, Staff & Administration

As of October 31, 1991

Office of the Chancellor for Community Colleges

2327 Dole St.
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George S. Higa, *Vice Chancellor for Administrative Affairs*
Nora F. M. Matsubara
Michael T. Rota, *Vice Chancellor for Academic Affairs*
Janyce M. Miyashiro
Melvyn K. Sakaguchi, *Vice Chancellor for Student & Community Affairs*
Danna K. Lyman

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Sharon Y. Garnett
Argentina R. Logiakis
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Elaine S. Shimabukuro

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Georgeanna K. Mann
Clifford H. Togo

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Trades Coordinator
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Colleen K. Watanabe

Trades, Automotive
Walter Y. M. Chur
Mitoshi Takara
James S. Togami

Trades, Building Construction
Dwain L. Hill

Trades, Food Preparation
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Karen Tanaka (Maui)

Hawaii Community College

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